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A STUDY OF THE INACTIVE MARINE
RESERVISTS IN THE BOSTON AREA
TO DETERMINE MOTIVES FOR MAINTAINING
THEIR INACTIVE STATUS

EUGENE C. McCARTHY

BOSTON UNIVERSITY
School of Public Relations and Communications

THESIS

A STUDY OF THE INACTIVE MARINE RESERVISTS IN THE BOSTON
AREA TO DETERMINE MOTIVES FOR MAINTAINING
THEIR INACTIVE STATUS

By

Eugene C. McCarthy
//
Captain, United States Marine Corps
(B. A., University of Tulsa, 1949)

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Eugene C. McCarthy
Captain, United States Marine Corps

July 30, 1959

APPROVED BY

First Reader 

ALBERT J. SULLIVAN
Assistant Professor of Public Relations

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CHAPTER I

INTRODUCTION

Organized Reserve units of the United States Marine Corps must maintain a personnel manning level prescribed by Reserve Headquarters in Washington, D. C. The manning level for each unit may vary from year to year, but always must be met or explanations for failure rendered.

To meet prescribed manning levels, regular Marines assigned to Organized Reserve units as inspector-instructors conduct a continuing recruiting program. Efforts to recruit new reservists involve both personal contact and written communications. Letters to potential reservists are an often-used technique of persuasion.

"EX-MARINES NEEDED--for a part time job," an Organized Reserve company in Augusta, Georgia, stated in a form letter. "Check on this opportunity for a side income...."¹

Another letter from an Organized Reserve unit informed inactive Marine reservists: "This is not a snow job. If you take advantage of Organized Reserve Membership it is you who will derive the benefits."²

¹Undated form letter, 105th Infantry Company, United States Marine Corps Reserve, Augusta, Georgia.

²Undated form letter, 2nd Infantry Battalion, United States Marine Corps Reserve, Boston, Massachusetts.

Whether the recipients of these letters are "ex-Marines" or still on inactive reserve status, knowledge of what they are presently thinking is of value to those who would motivate them toward joining an Organized Reserve unit. The more one knows of his audience, the better he may communicate.

William H. Whyte, Jr., tells those who would address the public: "We have talked enough: but we have not listened. And by not listening we have failed to concede the immense complexity of our society--and thus the great gaps between ourselves and those with whom we seek understanding."³

This thesis, then, is a form of "listening." By listening to comments of inactive Marine reservists, and organizing these statements into a meaningful pattern, the study becomes an ear for planners of communications to the inactive Marine reservists.

I. THE PROBLEM

The major problem of the thesis was discovering why inactive Marine reservists refuse to join Organized Reserve units of the United States Marine Corps. To find these

³William H. Whyte, Jr., Is Anybody Listening? (second printing; New York: Simon and Schuster, 1952), p. 38.

reasons, an opinion survey was conducted with a random sample of inactive Marine reservists in the Boston area.

Importance of the study. The reasons inactive reservists do not join Organized Reserve units may be expressed by attitudes toward these organized units. By learning attitude patterns within a sample of inactive Marine reservists, the Marine Corps will be better prepared to design future communications for acceptance by this special public.

Research in the area of communications has shown that many communications are immediately rejected by recipients when these stimuli are in conflict with predispositions. Reporting on the effects of audience stereotypes, Berelson found:

The predispositions of the reader or listener are deeply involved in the situation, and may operate to block or modify the intended effect [of a communication] or even to set up a boomerang effect.⁴

When predispositions of a public are opposed to a communication, some public relations practitioners try to overcome resistance by stepping up the volume of their message--to overwhelm the audience with words. But verbosity will not resolve the conflict between the communication and predispositions of the public. After investigating the

⁴Bernard Berelson, "Communications and Public Opinion," Reader in Public Opinion and Communications, Bernard Berelson and Morris Janowitz, editors (Glencoe, Illinois: The Free Press, 1953), p. 461.

reasons why some information campaigns fail, Hyman and Sheatsley reported:

The fact that people tend to become exposed to information which is congenial with their prior attitudes is another factor which must be considered by those in charge of information campaigns. Merely increasing the flow is not enough, if the information continues to flow in the direction of those already on your side.⁵

A study of "prior attitudes" becomes meaningful, then, to communications efforts directed toward the holders of these attitudes. And the results of this thesis are important to those who communicate to inactive Marine reservists.

II. DEFINITION OF TERMS

Inactive reservists. Respondents to the opinion survey which formed the thesis were inactive Marine reservists. These men are officially termed Class III Reservists. While still connected with the reserve system, they do not attend training meetings or participate in summer training with units of the Organized Reserve. Most of these men have completed a period of active duty with the Marine Corps.

Organized Reserve. The Organized Reserve system is formed by both air and ground units. Members of Organized Reserve units are Class II Reservists. These men train

⁵Herbert H. Hyman and Paul B. Sheatsley, "Some Reasons Why Information Campaigns Fail," Public Opinion and Propaganda, Daniel Katz, et al., editors (New York: The Dryden Press, 1954), p. 527.

either one night each week or one weekend each month with an organized unit. They also encamp two weeks each summer for intensive training at a military base. Participation in training with an organized unit earns them both pay and retirement credits.

Importance of the Organized Reserve to national defense and to the Marine Corps is emphasized in The Marine Officer's Guide:

To a greater extent than many Marines realize, the Corps entrusts its readiness to the units of the Organized Reserve. They are the backbone of the Reserve, and constitute the mobilization backbone of the Corps.⁶

Boston area. The geographical limitation of the known population from which samples were drawn in this study was termed the Boston area. This area included the metropolis of Boston and all towns within 20 miles of the Boston city limits.

⁶General G. C. Thomas, USMC (Ret.), Colonel R. D. Heinl, USMC, and Rear Admiral A. A. Ageton, USN (Ret.) The Marine Officer's Guide, (Annapolis, Maryland: United States Naval Institute, 1956), p. 188.

CHAPTER II

METHODOLOGY

The nature of this thesis was exploratory rather than hypothesis testing. Although tentative hypotheses may emerge from opinion surveys and may be partially tested during such investigations, the testing of hypotheses are more accurately conducted by controlled experiments.¹

Since the writer began the study without theories to be tested, he conducted non-directive depth interviews with inactive Marine reservists to get the statements which were later used in the main survey. Three inactive Marine reservists comprised the depth interviews.

I. DESCRIPTION OF INITIAL RESPONDENTS

Identification. To encourage candid responses, the writer guaranteed anonymity to the three inactive reservists who provided initial data. When reference was made to these men in the study, they were called Corporal A, Corporal B, and Sergeant C.

Military experience of respondents. All three inactive reservists in the initial sample spent three years

¹Daniel Katz, "The Formulation of Research Design," Public Opinion and Propaganda, Daniel Katz, et al., editors (New York: The Dryden Press, 1954), pp. 662-664.

on active duty with the Marine Corps.

Corporal A was a squad leader with the First Reconnaissance Company in Korea. He experienced combat.

Corporal B spent all his active duty time at a Marine air base. He was an operations clerk.

Sergeant C was assigned to the Korean theater, but he arrived there after the war had ended. He was an amphibious vehicle driver and an atomic-bacteriological-radiological-warfare instructor with the First Amphibious Tractor Battalion.

II. CONDUCT OF DEPTH INTERVIEWS

The writer presented himself to the three respondents as a student at Boston University rather than as a regular Marine Corps officer. He was dressed in civilian attire.

He told respondents that their ideas were needed to form opinion survey questions which would be sent to inactive Marine reservists in the Boston area. They were told that results of the opinion survey would be used in a college thesis. All stated willingness to cooperate.

Each depth interview began with non-directive questions concerning respondents' active duty experience. From this category, the conversation was directed to discussion of the respondents' inactive reserve status. Interviews concluded with comments concerning the Organized Reserve system.

III. PROTOCOLS FROM DEPTH INTERVIEWS

A tape recorder was used during depth interviews to ensure accuracy of data when protocols were later analyzed. From the tapes, the writer took information related to the reserve system. This data was coded to facilitate interpretation. (See Appendix A for coding outline.)

The writer was unable to include transcripts of interviews in the thesis due to space limitations. But extracts from interviews with Corporal A, Corporal B, and Sergeant C are presented in the thesis.

Extracts from Corporal A's protocol. Corporal A was aware that he was still on inactive reserve status. He laughed and stated: "When my obligated time is up, I will be out...no further connection with the service."

He expressed awareness that inactive reservists were subject to recall to active duty should a national emergency develop. He said:

I think in a national emergency, they would call everybody regardless of whether you are active or inactive. But that makes no difference in my feelings toward joining an active unit. If I had to go back into the service, I would go back into the Marine Corps, but now I'm out.

Although Corporal A said, "I wouldn't have missed my Marine Corps experience for anything," he felt that experience belonged to the past. "It's all over. I'm happy as a civilian now."

In the Organized Reserve category, Corporal A was doubtful that part-time training was adequate. He stated:

For myself, I would not want to be a member of an Organized Reserve unit. A person should be in the service or out of it. A part-time soldier is not a good soldier...marine, airman, sailor...

Summing up his objections to joining an Organized Reserve unit, Corporal A declared:

Being in the active reserves is like being in the service again...having to go to meetings. It would be a handicap going to meetings. Time would be it. Transportation would be no problem. It's the time. I think I can spend my time better. The reserve keeps you up on military tactics. But I've been through that, and I really don't care to do it again.

If I joined anything, I would join something that would have to do with what I am studying...accounting. That would advance me in a civilian capacity. Reserves wouldn't advance me in accounting. I don't believe they have anything along that line.

Extracts from Corporal B's protocol. Of the three initial respondents, Corporal B was the most hostile toward the reserve system.

Speaking of his present service connection, Corporal B emphasized:

I'm nothing. I'm inactive until '61, then I get discharged. I went in under the eight-year program. As soon as the eight years are up, I'm finished. I'll get out. There is no reason at all for me to stay in. At least, I've never been told any. No reason at all.

When asked if he had been told anything of the Organized Reserve at the separation center as he was being processed for return to civilian life from the regular Marine Corps, Corporal B stated:

We had a shipping over lecture and they brought the reserve thing into it. But that whole thing was a farce because one of the staff sergeants who was getting out asked the lieutenant after the first minute: "Are you going to stay in, Lieutenant?" And the lieutenant said, "I don't think that's a fair question."

So right off the bat, everybody took the whole thing as a joke. We just had to listen to it.

He was a second lieutenant which was foolish because he had less time than anybody there. I think he was the education officer and the shipping over lecture was the bum duty they caught about once a month.

Corporal B's active duty anchored opinions of organized reservists were especially hostile:

The privates were slobs. They didn't know anything. If I saw a reserve with two or three stripes who had never been on active duty, right away I wouldn't like it. The privates I saw while I was on active duty, I couldn't fathom why they were doing it other than to get out of active duty. They were afraid to go through boot camp, or something like that.

One private first class I met was very, very proud he had ordered a regular private...the regular was a brig rat with about four years in...ordered him to do some silly thing. The reserve got punched in the nose for it.

Can you imagine that? On active duty for two weeks... He was a private first class trying to tell a regular private what to do. The private punched him in the nose. The kid started crying, so the story goes. He realized he shouldn't have been fooling around...keep his mouth shut.

After recalling impressions of reservists when he was on active duty, Corporal B stated why he would not join an Organized Reserve unit. After saying that he would not want to spend his free time at reserve meetings, he expressed disapproval of the part-time aspect of reserve training,

as did Corporal A. He said:

About 99.9 per cent of my objection to reserves is because I wouldn't want to go to meetings...one night a week or one weekend, whatever the set-up is. I wouldn't want to say I can't go down to the Cape this weekend because I have to go to reserve meeting. That's just why. There is no reason for me ever getting into the reserve.

If they made me a reserve general, I'd be a general just one day a week. I wouldn't even be an officer in the reserves. The only way I'd have anything to do with the Marines at all would be on active duty.

Despite his animosity to the reserve system, Corporal B did feel that the Organized Reserve was essential to national defense.

They have to have reserves. The reserve pilots have to know about the new planes. If war broke out, they could get right in and fly. Same with mechanics.

I suppose the infantry reserves have a purpose too. But I think airplanes are changing more than the M-1. The M-1 is still the basic rifle. All the planes have changed since I've been in.

Extracts from Sergeant C's protocol. Sergeant C still sensed strong attachment to the Marine Corps. He expressed this sentiment by saying:

There seems to be a closer fraternity among ex-Marines than people from other services. I'll maintain inactive reserve status when my obligated time is up. I want some contact with the Marine Corps. The international situation...in case of war...plus not wanting to lose all contact with the Marine Corps.

But even though Sergeant C plans continued inactive reserve connection, he had no intentions of joining an Organized Reserve unit.

I just don't want to put in the time...weekends, summer camp. I've had enough military for awhile. If I have to go in, alright. But I don't want to go down there and be a weekend warrior every once in awhile.

Stating active duty anchored opinions of Organized Reserve members, Sergeant C said:

Some of the weekend warriors don't go on active duty at all. Reserve training is their active duty instead of going to the Marine Corps for two or three years. There is always the feeling they won't be adequately trained if they are called to active duty. I feel that way. Only one weekend a month...some of those meetings I've heard about are pretty haphazard.

I don't know how they are now, but that was when I was in the Marine Corps. Some of the men told me.

The regulars always felt superior to the reservists. I felt that way while on active duty.

Sergeant C could recall very little information given him at the separation center when he was released from active duty. He said:

Most of the officers and NCO's just talked about my staying in the Marine Corps rather than going into the reserves. They did tell me there was a reserve unit near my home. But mostly they just tried to get me to stay in the Marine Corps.

Utilization of depth interview data. Depth interview data were the basis for developing survey techniques for the main study. Statements of opinion from the interviews were reproduced in a fixed-alternative questionnaire. And a series of cartoons were drawn to elicit comments concerning categories shown in the interviews. Sections V and VI of

this chapter, pages 16-24, explain construction of the cartoon and fixed-alternative techniques.

In addition to providing information necessary in constructing survey techniques, the initial interviews became a control in testing the techniques. After preparing the fixed-alternative form and the cartoons, the writer mailed them to the three initial respondents for completion two weeks after the interviews had been conducted.

Due to interviewing the three initial respondents, the writer had comprehensive knowledge of their attitude patterns concerning the Organized Reserve before the return of the mail survey techniques. This advance knowledge allowed the writer to evaluate the mail devices. He was able to ascertain if the cartoons and fixed-alternative form had elicited comments out-of-character for the three men who had comprised the depth interviews. The interview data had provided a double-check of accuracy of the mail techniques.

IV. AN ADDITIONAL CONTROL MEASURE

Although the depth interviews allowed a trustworthy control of mail survey techniques, the writer added an additional measure for checking the validity of the cartoons and the fixed-alternative device. He prepared eight open-end questions which were mailed to the initial respondents.

The questionnaire shown in Figure 1, page 15, gave additional data for comparison to survey device protocols.

The writer directed questions to categories raised by the respondents during interviewing. Each question was limited to a single sentence and was phrased in easily understood words.

Since the questions did not suggest responses, the writer tended to trust statements of opinion which the questions elicited. Respondents were given freedom of expression. Noting this quality of open-end questionnaires, Maccoby and Holt said:

When open questions are used, people express their views together with any reservations or contingencies which are present in their minds; when they are presented with a pooling [fixed-alternative] question and asked to choose one of the alternatives, they may not have an opportunity to express their reservations, unless specific additional questions are asked to bring them out.²

The questionnaire then allowed freedom for expression of opinions with "contingencies" or "reservations." The data from the open-end questions became a second control factor for the mail survey techniques. Insight gained from the depth interviews remained the major control.

²Eleanor E. Maccoby and Robert R. Holt, "How Surveys Are Made," Reader in Public Opinion and Communications, Bernard Berelson and Morris Janowitz, editors (Glencoe, Illinois: The Free Press, 1953), p. 505.

1. When you were on active duty with the Marine Corps, what did you think of Marine reservists? _____

2. What did they tell you about the Organized Reserve at the separation center when you were getting out of the Marine Corps? _____

3. What are the reasons you have for not joining an Organized Reserve unit? _____

4. What do you think of Organized Reserve units compared to the Regular Marine Corps? _____

5. Why do you think some men do join Organized Reserve units? _____

6. In case of war, how do you think the Organized Reserve units will perform when recalled to active duty? _____

7. Can you think of any changes in the Reserve system that would make you more interested in the Organized Reserve? _____

8. What have you heard from Marine Reserve units since you have left the Marine Corps? _____

FIGURE 1

Figure 1. Open-end questionnaire sent to three inactive Marine reservists who comprised the initial sample: Corporal A, Corporal B, and Sergeant C.

Open-end questionnaire data. Information obtained through use of the open-end questionnaires showed agreement with interview protocols. Expressed in different words, the statements of opinion correlated with earlier comments of the initial respondents--Corporal A, Corporal B, and Sergeant C.

As in the interviews, respondents expressed a belief that regular Marines were superior to reservists. They believed that they had fulfilled their obligation to national defense with one tour of active duty in the Marine Corps, and they stated they had been told nothing of the reserve system at separation centers when they prepared to leave the service.

V. DEVELOPMENT OF CARTOON TECHNIQUES

With controls established by depth interviewing and open-end questionnaires, the writer developed an indirect technique using cartoons for the main survey.

The writer sketched five cartoons. Each pictured an individual asking a question with a space allowed for respondents to write the reply of the second character in the cartoon. The features of the character asking the question were visible, although drawn with a minimum of detail to lessen the chance of identification with actual persons. Only the back of the cartoon figure for whom respondents

wrote the reply was drawn. Without even a suggestion of facial features, respondents were more apt to identify themselves with this character.

Of the five cartoons mailed to each of the three initial respondents, only three of the drawings elicited responses which correlated with the depth interviews and the open-end questionnaires. These three cartoons which proved reliable involved three different environments: (1) civilian, (2) garrison, and (3) combat.

Protocols of Corporal A, Corporal B, and Sergeant C are grouped with each of the three reliable cartoons-- Figures 2, 3, and 4 on pages 19, 20, and 21. In actuality, each respondent completed his copy of the cartoons without knowledge of others comments. Protocols were grouped for each cartoon simply as a convenience to the reader.

This indirect technique employing cartoons allowed freedom of comment. Although a setting was depicted, and the category of response indicated by a direct question, respondents were still free to write any answer they chose. Pictorial techniques such as these tend to direct rather than limit or suggest responses. By direct, the writer meant to establish a situation for the respondent without suggesting how he react to the situation. The writer used the cartoons as the Marine Corps utilizes field training--

projecting individuals into a planned situation so that their reactions may be observed and evaluated.

This indirect method of opinion surveying is being more frequently used by researchers, although still not as popular as questionnaires with those who conduct mass surveys. Among those reporting favorably upon the use of cartoons in opinion studies was Sanford. He said of cartoons used in a survey by the Office of Naval Research:

We have suggestive evidence that simple cartoon-like projective devices are not only technically feasible for field use but may also succeed in getting data not obtainable through the use of more conventional procedures.³

In the survey cited by Sanford, respondents gave comments through cartoons which they censored from their answers to a questionnaire covering the same categories. These respondents may have felt they were screening identification by using a cartoon character to express their opinions.

VI. DEVELOPMENT OF THE FIXED-ALTERNATIVE TECHNIQUE

The writer planned a fixed-alternative technique for distribution to a sample drawn from the inactive reservists

³Fillmore H. Sanford, "The Use of a Projective Device in Attitude Surveying," Public Opinion and Propaganda, Daniel Katz, et al., editors (New York: The Dryden Press, 1954), p. 710.

Corporal A: I just don't want to spend the time.

Corporal B: I like being as close to 100 per cent civilian as possible. Also, what do they offer me?

Sergeant C: Not interested. I just wanted to do my time and get out.

YOU WERE IN
THE MARINE
CORPS... WHY
AREN'T YOU
IN A RESERVE
UNIT?



FIGURE 2

Figure 2. Civilian cartoon sent to Corporal A, Corporal B, and Sergeant C.

Corporal A: I haven't seen any of them. I don't know.

Corporal B: Those who have been on active duty are fine. But the privates are slobs.

Sergeant C: Naturally, they don't look sharp as regulars, but give them a few days and they'll be all right. They have a little of the esprit de corps, too.

WHAT DO YOU
THINK OF THESE
RESERVISTS DOWN
HERE FOR
SUMMER TRAINING?



FIGURE 3

Figure 3. Garrison cartoon sent to Corporal A, Corporal B, and Sergeant C.

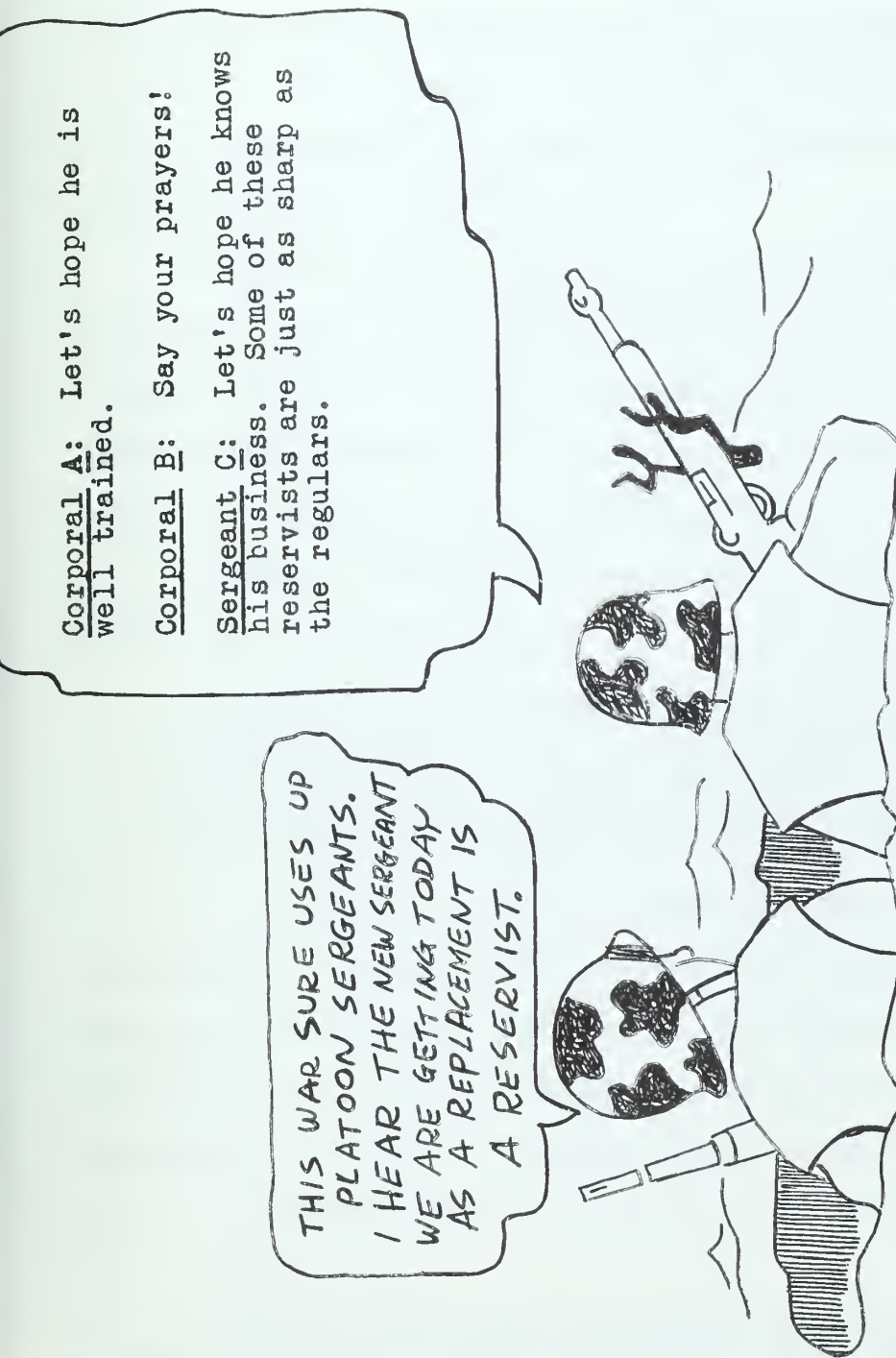


FIGURE 4

Figure 4. Combat cartoon sent to Corporal A,
Corporal B, and Sergeant C.

population in the Boston area. Such techniques are commonly used in surveys of large groups. The Gallop Poll with its fixed-alternative answers to questions is an example of such a device. These techniques simplify interpretation of results since possible answers to questions are limited both quantitatively and qualitatively.

Whether using a question format with fixed-alternative answers or using incomplete statements with alternative phrases allowed to complete the statements, organizing and interpreting raw data is simplified. But off-setting this economy of effort is possible distortion of data gained.

A major criticism of the fixed-alternative survey method was stated by Jahoda, Deutsch and Cook:

Fixed-alternative responses may force an individual to state an opinion which he does not hold. Many individuals have no clearly formulated or crystallized opinions about main issues; this lack of crystallization is an important characteristic which is not likely to be revealed by a poll type question.⁴

In agreement with the limiting nature of the fixed-alternative technique, the writer took several steps to relax the structure of the device he planned for the study. In addition to alternative phrases listed after incomplete statements, he added the word "other" followed by a blank line. Respondents were instructed to write opinions on this

⁴Marie Jahoda, Morton Deutsch and Stuart W. Cook, Research Methods in Social Relations (Part One), (New York: The Dryden Press, 1954), p. 171.

line should they not agree with any of the listed alternative phrases. Respondents were also told they could check as many of the alternative phrases as they chose.

A control factor in the study design provided for only one sample to be limited to the fixed-alternative survey method. As already stated, indirect devices involving cartoons were prepared and tested with the initial sample of three inactive reservists. By coupling the indirect method with the poll-type technique, greater depth and more flexibility were allowed in responses. At the same time, the writer was able to check one device against the other by sending both to one of the three samples which comprised the main study.

The writer was aware that the "drawbacks of poll-type interviews and questionnaires suggest their greatest applicability is to the study of highly structured opinions and that their use be supplemented by the use of less rigidly structured interview techniques."⁵

The fixed-alternative device used for this study is presented in Appendix B. Negative comments used on the form were taken from depth interview protocols of the three inactive reservists in the initial sample. But to keep from limiting respondents of the main survey to negative choices

⁵Ibid., p. 172.

only, the writer added positive alternative phrases to each incomplete statement.

Before use in the main survey, the fixed-alternative form was mailed to Corporal A, Corporal B, and Sergeant C. Results of the form were compared with control data and correlation found.

VII. TENTATIVE HYPOTHESES

Protocols provided by the three inactive reservists responding to the cartoons and fixed-alternative techniques showed correlation with control data of interviewing and open-end questions.

Analysis of protocols revealed three tentative hypotheses. Although accurate testing of hypotheses can best be accomplished by controlled experiment, partial testing was possible through mail surveys such as this study.

Tentative hypotheses emerging from protocols of Corporal A, Corporal B, and Sergeant C were:

(1) Hostile opinions toward the reserve system are learned while respondents (present inactive reservists) were on active duty with the Marine Corps.

(2) Marines are not motivated to join Organized Reserve units while being processed at separation centers.

(3) Personal responsibility toward national defense

is believed fulfilled with a single tour of duty with one of the military services.

The reader is reminded that these hypotheses are extremely tentative, that they are based on information from only three inactive reservists. But the hypotheses did come from the inactive reserve frame of reference, not from the writer.

VIII. SELECTION OF THE MAIN SAMPLES

The study relied on data from three samples drawn from a known inactive reserve population of 950 in the Boston area. The samples were identified by type of survey device mailed to them.

The writer mailed cartoons only to a random sample of 50 inactive reservists. To a second random sample of 50, he mailed both cartoons and fixed-alternative forms. A third random sample involving 150 men received fixed-alternative forms only.

The three samples of the main survey were identified by techniques mailed to respondents of each sample:

(1) cartoon-only sample, (2) cartoon-fixed-alternative sample, or (3) fixed-alternative-only sample.

IX. SURVEY BIAS

The known list used by the writer was verified by reservists of the 2nd Infantry Battalion, United States Marine Corps Reserve, during October, 1958--eight months prior to use of the known population list. It was suspect at the time of verification that the 950 inactive reservists contacted by Organized Reservists eight months before the study began did not comprise the total population of inactive reservists in the Boston area.

Bias resulted, then, since samples were drawn from a population list that could not be proven complete. And even the incomplete list used by the writer did not remain stable since verification in 1958. Inactive reservists constantly moved to and from the Boston area before and during the study.

"But exact knowledge of the population is always missing in statistical investigations at the time the investigations are made," Wallis and Roberts state, "except in laboratory investigations aimed at testing the sampling methods themselves instead of finding out things about the population."⁶

⁶Allen Wallis and Harry V. Roberts, Statistics, a New Approach (Glencoe, Illinois: The Free Press, 1956), p. 310.

Even with an unmeasured bias, however, the study revealed some knowledge that will better inform public relations practitioners who deal with the inactive reserve population.

CHAPTER III

PRESENTATION AND INTERPRETATION
OF SURVEY DATA

The writer developed two survey devices from data provided by three inactive Marine reservists in the Boston area. These devices used in the main survey involved both indirect and direct opinion sampling methods.

The indirect technique was comprised of three cartoons depicting a civilian, a garrison, and a combat situation. The direct technique was a fixed-alternative form.

Both direct and indirect instruments were mailed to three samples which were drawn randomly from a known inactive reserve population. Cartoons and fixed-alternative forms were sent to a sample of 50 inactive reservists identified as the cartoon-fixed-alternative sample. Cartoons only were mailed to a second sample of 50 known as the cartoon-only sample. And fixed-alternative forms only were mailed to a third sample of 150 men known as the fixed-alternative-only sample.

Survey techniques were mailed to the three samples June 18, 1959. The writer allowed 30 days for respondents to return survey devices before he began organization and interpretation of data. The number responding from each sample is shown in Table I. All inactive reservists

returning survey devices had been on active duty with the Marine Corps.

TABLE I
RESPONDENTS

Sample	Number Respondents	Number in Sample	Percentage Replying
Cartoon-fixed-alternative	13	50	26%
Cartoon-only	6	50	12%
Fixed-alternative-only	43	150	29%

NOTE: Samples were drawn from a population of 950.

The technique which required the least time for respondents to complete, the fixed-alternative form, resulted in the highest percentage of returns. But the writer was surprised to see that this sample replied only three per cent more than the sample which was mailed both cartoons and fixed-alternative forms. And only 12 per cent of those receiving cartoons-only responded.

I. DATA FROM THE CARTOON-FIXED- ALTERNATIVE SAMPLE

Data from the cartoon-fixed-alternative sample was presented first in the study. Since this sample received both cartoons and fixed-alternative forms, the two techniques could be compared for reliability.

Cartoon Protocols.

The cartoon series mailed to the cartoon-fixed-alternative sample presented three situations: (1) civilian, (2) garrison, and (3) combat. (See Figures 2, 3, and 4; pages 19, 20, and 21.) Opinions expressed were rated either positive, negative, or neutral. Results of the cartoon technique are shown in Table II.

TABLE II

CARTOON DATA FROM CARTOON-FIXED-ALTERNATIVE SAMPLE

Cartoon Situation	Opinion Rating			
	Negative	Positive	Neutral	No Opinion
Civilian	8	0	2	3
Garrison	9	0	0	4
Combat	7	1	3	2

NOTE: Thirteen responded from a sample of 50.
Population = 950.

Civilian cartoon data. Of 13 respondents, three men expressed no opinion, two made neutral comments and eight were negative.

Those making negative comments said such things as: "I don't think it's necessary"; "I've already fulfilled my obligation"; "It's all or nothing...back into the Marine Corps or nothing"; or "I don't want to spend my free time at reserve meetings."

To these men, the Organized Reserve did not represent an important part of the national defense effort or a vital part of the Marine Corps. While all the negative respondents said they would go back into the Marine Corps if they had to enter the service again, to them, the only Marines are regular Marines.

The two men stating neutral opinions in the civilian cartoon situation revealed civilian responsibilities which made reserve participation impossible. One was going to college out of the United States, and the second said he was "too busy as president of his labor union."

Garrison cartoon data. As with the civilian cartoon, most of the opinions expressed were negative in the garrison cartoon situation. Nine of the respondents stated negative opinions, while four made no comment. There were no neutral or positive opinions expressed.

Negative comments ranged from vulgar condemnations of the reservists in summer training to less emotional statements that reservists were just not as proficient as regular Marines. Some of the respondents believed the reservists were at summer camp "for a good time" while one compared them to Boy Scouts.

The garrison cartoon seemed to recall to respondents active duty oriented opinions of the reservist. And for nine of the 13 respondents, these opinions were negative.

No inferences should be made concerning the four respondents who did not express an opinion.

Combat cartoon data. As with the other two cartoon situations, the combat cartoon resulted in a majority of negative opinions. Seven of the 13 respondents made negative comments, one was positive, three neutral and two gave no opinions.

The only positive statement resulted from active duty learned opinions of the Marine Corps: "A Marine is a Marine ...reserve or not."

Two of the neutral respondents felt the Marines in the fox-hole should wait to see how the reservist platoon sergeant "turned out." One thought judgement should be based on individual qualities of the man while the other thought "some reserve units are all right." The third neutral respondent simply stated: "So what?"

The major theme of the seven negative respondents was doubt that a reservist platoon sergeant was professionally capable in a combat situation. One had the Marine in the fox-hole saying: "Well, he'll use up the rest of us now." Another wrote: "Let's hope the hell he knows what he is doing. This is sure a lot different than those reserve meetings I've heard about." A third stated: "Well I guess our replacements are on the way."

All the negative respondents were concerned that a reservist in a non-commissioned officer capacity would not be trained to handle the job in combat. This sentiment can be attributed to active duty learned opinions.

Summary of cartoon protocols. Most of the opinions expressed through the cartoon techniques were negative. In the civilian situation, respondents either felt they had already discharged their obligation to national defense or they felt the Organized Reserve was not worth expenditure of their free time. Negative comments in the garrison situation grouped around the feeling that reservists went to summer camp as a lark rather than to get military training. The negative respondents stated in the combat situation that a reservist platoon sergeant was not professionally capable of fulfilling his duties. They implied superiority of the regular Marine over the reservist in combat.

This indirect technique utilizing cartoons allowed respondents freedom of expression. Although the environment was structured in each cartoon, statement of opinions was not suggested as in the fixed-alternative device.

Fixed-alternative protocols.

All respondents of the cartoon-fixed-alternative sample received a fixed-alternative device comprised of ten statements as well as the three cartoons. The opinions gained are shown in Table III.

TABLE III (continued)

- 7 that I could earn extra pay and advance in rank with a reserve unit.
- 2 that organized reserve training would keep me up to date with the latest tactics and newest weapons.

Other: 2

(6) The reasons I won't join an organized reserve unit are:

- 3 I don't want to spend my free time at training meetings.
- 2 I've spent a few years bettering myself in civilian life, and I don't want to go back to my old rank even part time.
- 5 I've already fulfilled my service obligation, and now I want nothing more to do with the military.
- 1 I'm older now and would want higher rank than I have if I were to join an organized reserve unit.
- 1 I would be called to active duty sooner as a member of an organized reserve unit than I would be as an inactive reservist.
- 2 having been in the regular Marine Corps, I wouldn't like the unmilitary and informal ways of reserve units.

Other: 5

(7) Now that I'm out of the regular Marine Corps, my present feelings toward men who are in Marine reserve units are:

- 4 a part-time Marine is not a good Marine.
- 5 reservists are essential to national defense.
- 5 reservists don't take their training seriously.
- 3 reservists will be effective as regular Marines if they are called to active duty.

Other: 3

(8) I think those men who have joined Marine organized reserve units join because:

- 1 they want to keep up to date with Marine tactics and weapons.
- 7 they want to escape the draft.
- 10 for extra money.
- 3 to strengthen national defense.

TABLE III (continued)

3 to get away from their wives with meetings and summer camps.
6 to increase their rank.
5 for comradeship they find at reserve meetings.
 Other: _____

(9) When Marine reservists make public appearances in parades, flag ceremonies, etc., they:

2 are a credit to the Marine Corps.
2 embarrass me as a former Marine.
3 look unmilitary.
4 seem to impress the public favorably.
3 help Marine recruiting effort.
1 hurt Marine recruiting effort.
 Other: 3 _____

(10) In combat, reservists called to active duty:

2 do as well as the regular Marines.
3 don't have the training necessary to lead troops.
1 don't hold up under fire as well as the regulars.
4 aren't any different than regular Marines.
3 are poorly disciplined.
 Other: 3 _____

NOTE: Thirteen respondents completed fixed-alternative forms from a sample of 50. Population = 950. Respondents were allowed to check as many alternate phrases as they chose in addition to making comments after the word, "other." All checked more than one alternative phrase.

Summary of fixed-alternative data. The 13 respondents had all experienced active duty in the Marine Corps. Of the 13, 12 would choose the Marine Corps if they had to go back into the service, while one preferred the Air Force. Residual attitudes concerning the Marine Corps were considered favorable for this sample.

But attitudes concerning the Marine Corps reserve system were not so favorable. Active-duty oriented opinions of the majority were that reservists were "sloppy in appearance" and "were inexperienced in military tactics."

When leaving active duty, five of the respondents said they "had been told nothing of the Marine reserve system," and another five said they were informed where the unit closest to their homes was located. Seven of the 13 men from this sample stated they were told they "could earn extra pay and advance in rank with a reserve unit."

The most often stated reason inactive reservists from the cartoon-fixed-alternative sample had for not joining an organized unit was that they had already fulfilled their military obligation. Five men expressed this attitude.

Opinions toward men who have joined Organized Reserve units were primarily that they "don't take their training seriously," while it was admitted that "reservists are essential to national defense." The most strongly held opinion concerning why these men joined reserve units was that they sought "extra money." Most respondents did concede that organized reservists "seemed to impress the public favorably," however,

In the combat category, five respondents thought organized reservists would perform no differently than

regular Marines, while six stated they were either "poorly disciplined" or did not "have the training necessary to lead troops."

Opinions revealed by the fixed-alternative device tended to be negative, but not to the degree of negative data shown by the cartoons.

Comparison of Cartoon and Fixed-alternative Protocols.

The three cartoons were each related to one of the statements of the fixed-alternative device. The civilian cartoon was comparable to statement (6)--"The reasons I won't join an organized reserve unit are:...." The garrison cartoon incited responses similar to statement (4)--"When I was on active duty with the Marine Corps, those Marine reservists I saw at Marine bases for summer training were:...." And the combat cartoon was related to statement (10)--"In combat, reservists called to active duty:...."

Although correlation of data from the two techniques is not readily shown through mathematical computation since the data is qualitative rather than quantitative, a relationship can be seen through tabular presentation. Table IV shows this relationship of data with respondents' opinions shown by protocols evaluated as either positive, negative, or neutral.

TABLE IV
COMPARISON OF CARTOON AND FIXED-
ALTERNATIVE PROTOCOLS

Technique	Number Responding	Statements of Opinion		
		Negative	Positive	Neutral
Civilian cartoon	10	8	0	2
Statement (6)	13	13	0	0
Garrison cartoon	9	9	0	0
Statement (4)	10	8	2	0
Combat cartoon	11	7	1	3
Statement (10)	9	3	5	1

NOTE: Thirteen responded from a sample of 50.
Population = 950. Number responding to each device varied.

Examination of Table IV shows respondents were more negative in completing the cartoons than they were in answering the fixed-alternative statements. The combat cartoon produced negative opinions from seven respondents, while statement (10) covering the same category produced only three negative respondents. This paradox can be explained by the nature of techniques used. Since positive phrases were included with negative phrases in the fixed-alternative statements, positive opinions could have been suggested to respondents. The cartoons, on the other hand, did not suggest statements to respondents. The cartoons simply presented a situation, leaving respondents free to express whatever opinions they chose.

Since the indirect technique utilizing the cartoons was less structured than the fixed-alternative device which tended to suggest answers to respondents, the writer considered the cartoon protocols more valid than fixed-alternative data. Therefore, the writer rejected protocols elicited by statement (10) as invalid data during the remainder of the study, since results of this statement did not correlate with results of the combat cartoon.

The other two fixed-alternative statements, however, were compatible with results of the garrison and civilian cartoons. (See Table IV, page 39.) Therefore, statements (4) and (6) were retained for use with the sample which received only the fixed-alternative technique.

II. DATA FROM THE CARTOON-ONLY SAMPLE

Protocols from the cartoon-only sample were predominantly negative, as were cartoon protocols from the cartoon-fixed-alternative sample.

Although only six men from a sample of 50 responded, the writer included the data in the study as Table V, on the following page.

As reflected in Table V, three of the six respondents expressed neutral opinions in the civilian situation.

Neutral statements mentioned "lack of time" as the reason the cartoon character would not join an Organized Reserve unit. The two positive respondents indicated they would join an organized unit in the future. The lone negative respondent felt the Organized Reserve would "confine me and cause me to lose my independence."

TABLE V
DATA FROM CARTOON-ONLY SAMPLE

Cartoon Situation	Number Responding		
	Negative	Positive	Neutral
Civilian	1	2	3
Garrison	5	0	1
Combat	5	1	0

NOTE: Six respondents from a sample of 50.
Population = 950.

Comments became more hostile in the garrison situation. Five of the six respondents expressed negative opinions. One man said reservists should "be home with their families and not down here giving a lot of boots the wrong idea of the Corps." Another said: "I think some of them should have brought their mothers with them to soothe them...."

Again, five respondents were hostile in the combat situation. One suggested making the reservist platoon

sergeant an "assistant B. A. R. man 'til we get back in reserve...." Another simply said: "He won't be for long."

The two cartoons which put the reservist in an active duty situation drew the most hostility, while respondents were generally apathetic in the civilian situation. Negative opinions resulting from the active duty cartoons suggested a continuing attitude that the regular Marine is superior to the organized reservist.

III. DATA FROM THE FIXED-ALTERNATIVE- ONLY SAMPLE

The fixed-alternative-only sample was the largest of the study involving 150 inactive reservists in the Boston area. Due to the ease of completing the fixed-alternative forms, the greatest percentage of respondents were in this sample. (See Table I, page 29.)

Table VI shows the number of respondents in agreement with fixed-alternative phrases of the direct technique.

TABLE VI
DATA FROM FIXED-ALTERNATIVE-ONLY SAMPLE

(1) My previous military experience includes:

43 active duty in the Marine Corps.

— no active duty with the Marine Corps, but reserve duty only.

Other: _____

TABLE VI (continued)

(2) If I had to go on active duty in the Armed Forces due to a national emergency, I would prefer to serve with the:

<u> </u> Navy	<u> 3 </u> Air Force	<u> </u> Coast Guard
<u> </u> Army	<u>40</u> Marine Corps	

(3) Compared to other military services, I think the Marine Corps' best points are:

<u> </u> not any	<u>34</u> discipline	<u>12</u> boot camp
<u>10</u> individual	<u>14</u> physical	<u>23</u> high spirit
<u> </u> training	<u> </u> conditioning	
Other: <u> 2 </u>		

(4) When I was on active duty with the Marine Corps, those Marine reservists I saw at Marine bases for summer training were:

 3 well trained.
18 poorly disciplined.
 4 seemed to know their jobs.
20 sloppy in appearance.
 9 had too much rank compared to the regular Marines.
25 inexperienced in military tactics.
 Other: 7

(5) When I was getting out of the Marine Corps, they told me at the separation center:

17 nothing about the Marine reserve system.
17 where the closest Reserve unit to my home was located.
13 that I could continue serving my country through a reserve unit.
20 that I could earn extra pay and advance in rank with a reserve unit.
 7 that organized reserve training would keep me up to date with the latest tactics and newest weapons.
 Other: 3

(6) The reasons I won't join an organized reserve unit are:

 9 I don't want to spend my free time at training meetings.
 9 I've spent a few years bettering myself in civilian life, and I don't want to go back to my old rank, even part time.

TABLE VI (continued)

- 6 I've already fulfilled my service obligation, and now I want nothing more to do with the military.
- 12 I'm older now and would want higher rank than I have if I were to join an organized reserve unit.
- 4 I would be called to active duty sooner as a member of an organized reserve unit than I would be as an inactive reservist.
- 4 having been in the regular Marine Corps, I wouldn't like the unmilitary and informal ways of reserve units.
- Other: 12

(7) Now that I'm out of the regular Marine Corps, my present feelings toward men who are in Marine reserve units are:

- 6 a part-time Marine is not a good Marine.
- 17 reservists are essential to national defense.
- 20 reservists don't take their training seriously.
- 8 reservists will be effective as regular Marines if they are called to active duty.
- Other: 7

(8) I think those men who have joined Marine organized reserve units join because:

- 7 they want to keep up to date with Marine tactics and weapons.
- 13 they want to escape the draft.
- 30 for extra money.
- 1 to strengthen national defense.
- 6 to get away from their wives with meetings and summer camps.
- 12 to increase their rank.
- 11 for comradeship they find at reserve meetings.
- Other: 5

(9) When Marine reservists make public appearances in parades, flag ceremonies, etc., they:

- 16 are a credit to the Marine Corps.
- 6 embarrass me as a former Marine.
- 8 look unmilitary.
- 18 seem to impress the public favorably.
- 12 help Marine recruiting.
- 5 hurt Marine recruiting.
- Other: 8

NOTE: Forty-three respondents from a sample of 150.

Interpretation of Fixed-alternative-only Data.

In most cases, respondents checked more than one alternative phrase for each statement. Hence, there were a greater number of comments than there were men in the sample.

Implications of protocols from statements (1) and (2).

Statement (1) revealed that all respondents had experienced active duty with the Marine Corps. Of the 43 returning forms, 40 showed preference for the Marine Corps should they have to return to active duty. Only three chose another branch of service, the Air Force. This data was presented by completion of statement (2).

Interpretation of protocols from the two statements supported the theory that only persons of strong interest in survey results and with favorable attitudes toward the sponsoring agency (the Marine Corps) bother to respond to mail surveys.¹

Implications of protocols from statement (3). Of the 43 respondents, 34 thought discipline was one of the Marine Corps' best points, while 23 agreed that "high spirit" was a Marine Corps forte. None expressed the belief that the Marine Corps had no good points. Data from this

¹Mildred Parten, Surveys, Polls and Samples: Practical Procedures (New York: Harper and Brothers, 1950), p. 391.

statement again showed favorable attitudes in an unexpected category: discipline of the Marine Corps. These respondents would not be considered compatible with American cultural patterns by Kluckhohn who draws upon anthropology to declare the American male one "who hates being told what to do."² This same theory was expounded by Hartley and Hartley who reported "rejection of authority" as one of the dominant traits of the American cultural pattern.³

If Kluckhohn and the Hartleys were correct, then respondents would be in variance with the American norm, for they could not praise the Marine Corps for discipline if they personally rejected authority. Perhaps the respondents were a part of that "legion of non-conformists" which The Marine Officer's Guide declared the Marine Corps "cherishes."⁴

Implications of protocols from statement (4). This statement appeared to be a valid device when tested with the cartoon-fixed-alternative sample. As with the control

²Clyde Kluckhohn, Mirror for Man (New York: Premier Books, Fawcett World Library, 1957), p. 151.

³Eugene L. Hartley and Ruth E. Hartley, Fundamentals of Social Psychology (New York: Alfred A. Knopf, 1953), p. 212.

⁴General G. C. Thomas, USMC (Ret.), Colonel R. D. Heinl, USMC, and Rear Admiral A. A. Ageton, USN (Ret.), The Marine Officer's Guide (Annapolis, Maryland: United States Naval Institute, 1956), p. 4.

sample, the statement resulted in strongly negative opinions from the fixed-alternative-only sample. Twenty-five of the 43 respondents stated reservists were inexperienced in military tactics, another 20 thought them sloppy in appearance and 18 believed reservists were poorly disciplined. Nine thought reservists had too much rank compared to regular Marines.

This statement reminded respondents of their active duty experience and aroused opinions from this frame-of-reference. Results of the statement showed active duty oriented opinions were of a hostile nature, and apparently continued to persist.

Implications of protocols from statement (5). Seventeen of the respondents stated they had been told nothing of the Marine reserve system at separation centers as they were leaving active duty. But 20 said they were told they "could earn extra pay and advance in rank with a reserve unit."

While the majority received some information pertaining to the reserve system, over one-third of the respondents were told nothing. They left the Marine Corps with no attempts made to guide attitudes relating to the Organized Reserve.

Implications of protocols from statement (6). As was statement (4), statement (6) appeared valid when tested with indirect controls.

Age seemed a major factor in the respondents' rejection of participation with an Organized Reserve unit. Twelve of the 43 respondents said they were "older now and would want higher rank" before considering active affiliation. Nine respondents did not want to "go back" to their old rank after "bettering" themselves in civilian life. Six agreed that they had already fulfilled their service obligations and wanted nothing further to do with the military service.

The theme of the protocols tended to identify military service as a phase in life that, once completed, remains a part of the past--a remnant of youth. Reserve affiliation appeared to suggest an attempt to re-capture this past period.

Were this past period identified with such pleasures as dating the high school beauty queen or building the best hot-rod in the neighborhood, then return to youth may be subconsciously attractive. One foreign car manufacturer sells his product by suggesting the public "put fun back into driving." He offers brick layers and bank presidents a chance to return to the days when it was "fun" to drive the family car.

But the Marine Corps was not "fun" to many of the respondents. Perhaps the Corps inspired self-pride, but not "fun." From "boot camp" to discharge, respondents were

in a phase of maturing, of growing up. Most of them stated discipline, a quality to which youth is highly salient, as the best trait of the Marine Corps. But now, respondents have completed this maturing phase of life. To identify themselves with this era by part-time affiliation with an Organized Reserve unit may suggest an admission of lack of maturity.

While respondents did not consider a career in the regular Marine Corps in this light, many suggested part-time connection with the Corps was a pretense. One respondent said of men in Organized Reserve units: "They still try to be a rough, tough Marine. But you have to be on active duty to be a true Marine, not a weekend wonder."

If the Organized Reserve does represent a return to a growth phase of the past, then the reserve system may be an undesirable symbol to ex-Marines. The cult of the American is "change-in-time," not regression, according to Kluckhohn.⁵ And Riesman, Glazer and Denney who consider young men today "other directed," support Kluckhohn's thesis that change is the keynote of American culture. They present the "other-directed" man as drifting with group inspired goals, with refusal to "commit themselves to long-term goals." The "other-directed" man seeks current goals of his peer group

⁵Kluckhohn, op. cit., p. 182.

and does not direct his efforts toward past symbols.⁶

Implications of protocols from statement (7). Data from statement (7) related to protocols from statement (4) in that both provoked active-duty-oriented opinions. Twenty of the respondents believed that reservists "don't take their training seriously," but at the same time, 17 conceded that they were "essential to national defense." Only eight thought organized reservists would be as capable as regular Marines if called to active duty.

The negative tone of statement (7) protocols reinforces data from statement (4) since professional evaluation of reservists was based on respondents' active duty experience. In making value judgments, respondents tapped attitudes formed while they were on active duty, since they have had no contact with organized reservists after separation from the Marine Corps.

Implications of protocols from statement (8). Statement (8) was introduced to determine inactive reservists' opinions of other men who have joined Organized Reserve units. Thirty believed they joined for extra money. Thirteen of the 43 respondents thought men joined the Organized Reserve to "escape the draft," while 12 said they

⁶David Riesman, Nathan Glazer and Reuel Denney, The Lonely Crowd (New York: Doubleday and Company, 1953), pp. 151-166.

wanted "to increase their rank." Only one respondent subscribed to the patriotic notion that men became reservists to "strengthen national defense."

The appeals respondents believed motivated the men who have joined Organized Reserve units cannot be transferred as possible motivating factors for the respondents. The reader is reminded that respondents have chosen not to become members of the Organized Reserve although they are aware of the factors they believe motivated others.

Since most of the respondents believed money the main appeal to reservists, they would not respond to this motivation unless they were needful of extra money. Apparently, they were not.

Implications of protocols from statement (9). Data from statement (9) revealed favorable attitudes toward the Organized Reserve when the context was shifted from the active duty area to a civilian atmosphere. Consistently hostile respondents expressed favorable opinions of reservists appearing before the public.

Eighteen thought organized reservists impressed the public favorably and 16 believed them a "credit to the Marine Corps." Twelve thought they helped Marine recruiting.

While hostile toward the organized reservists when comparing him to a regular Marine, respondents rallied to his support in a situation where he is subject to civilian

evaluation. Statement (9) data tends to show that respondents' criticism of reservists was invoked only in active duty related situations.

Implications of protocols from "other" comments.

Respondents were instructed to add comments after the word, "other," below each set of alternative phrases if they desired to enlarge upon expression of opinions.

A few respondents did add "other" comments for each of the statements. But this data merely supported protocols from the alternative phrases rather than added additional information.

In some cases, "other" comments were given to expound upon non-related subjects. One former staff sergeant complained of treatment while awaiting his discharge. Another respondent completed the forms, then lectured the writer for using government envelopes in the study. Several used the "other" blank to state "no comment" for statements they did not wish to complete.

The "other" portion of statements was added to give respondents freedom, but results were not significant.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The summary and conclusions of this thesis were based on protocols from 62 inactive reserve respondents.

No assumptions were made concerning recipients of survey devices who did not respond. Such assumptions would invite erroneous conclusions for the entire study, similar to the fallacy of the pollsters who predicted the 1948 presidential election. A major mistake of the prognosticators of that election was the assumption that "no opinion" respondents would show the same proportional voting preference as the responding class, if they did vote on election day.¹

I. SUMMARY

Tentative hypotheses were: (1) that hostile opinions toward the reserve system are active-duty anchored; (2) Marines are not motivated toward the Organized Reserve at separation centers; and (3) that obligation to national defense is satisfied with one tour of active duty.

Equipped with tentative hypotheses, the writer began

¹Social Science Research Council, "The Pre-election Polls of 1948," Reader in Public Opinion and Communication, Bernard Berelson and Morris Janowitz, editors, (enlarged edition; Glencoe, Illinois: The Free Press, 1953), p. 592.

the main survey study. After drawing samples randomly from the Boston area population, the writer mailed an indirect device involving cartoons and a direct instrument utilizing a fixed-alternative form to a sample of 50 inactive reservists. Returns from this cartoon-fixed-alternative sample allowed an internal test of validity since both devices were mailed to each recipient. Eliciting freer responses than the direct device, the cartoons were used as the control instrument.

This validity test involved only three statements of the fixed-alternative-form--one relating to a civilian situation, the second to a garrison category and the third to a combat environment. The combat statement elicited responses which were incompatible with the control cartoon data in this category. So, the writer rejected this statement during the remainder of the study.

Attitude patterns emerging from the cartoon-fixed-alternative sample were generally hostile toward the Organized Reserve, with cartoon protocols more adamant than those from the fixed-alternative form.

Cartoons-only were mailed to a second sample of 50 inactive reservists. Although only six men from this sample responded, the writer included data from this source in the thesis. Attitude patterns from the cartoon-only sample were extremely hostile in garrison and combat categories. But

the cartoon depicting a civilian scene elicited more neutral statements of opinion.

The largest sample of the study involved inactive reservists who received the fixed-alternative form only. When respondents recalled active duty experience in commenting about organized reservists, their statements were hostile. But when one statement put organized reservists in a position of civilian criticism, respondents came to their defense with favorable expressions.

II. CONCLUSIONS

Respondents appeared hostile toward the Organized Reserve when their regular Marine Corps experience was recalled as a basis for value judgments. Thus, the writer concluded that hostility toward the Organized Reserve was inspired in the regular Marine Corps. Negative stereotypes of organized reservists were shown by such statements as: "sloppy in appearance," "undisciplined," and "inexperienced in military tactics."

The tentative hypothesis that hostile opinions toward the Organized Reserve are active-duty anchored tends to have been supported.

The second tentative hypothesis examined--that Marines terminating active duty are not motivated at separation centers to join Organized Reserve units--was tested only with

the fixed-alternative sample. This theory was but partially supported. Seventeen of the 43 respondents stated they had been told nothing of the Organized Reserve system while they were processed at separation centers. But 26 men said they had received information in varying degrees. However, the motivating quality of this information remained unknown.

The third tentative hypothesis--that inactive reservists feel that personal responsibility toward national defense is fulfilled with one tour of active duty--was not supported by survey findings. Refusal to join an Organized Reserve unit was seldom related to national defense. But another tentative hypothesis did emerge: inactive reservists tend to reject the Organized Reserve as a symbol of the past. They considered themselves "older now," and they appeared to believe that military affiliation was a phase of their youth.

Conclusions based on protocols from all three samples were that inactive reservists refuse to join an organization they had learned to believe inferior to the regular Marine Corps. While defending organized reservists from civilian criticism, they remained personally critical.

In addition to holding critical attitudes, the respondents tended to connect the Organized Reserve with a completed phase of their lives: "I'm through with the military for awhile...I just want to settle down...I'm older now...."

CHAPTER V

RECOMMENDATIONS

Recommendations based on the study fall into two categories: (1) recommendations for further research, and (2) recommendations for public relations action.

I. RECOMMENDATIONS FOR FURTHER RESEARCH

In agreement with Cutlip and Center that "the danger [of mail surveys] is that there is no assurance the respondents will be representative of the whole population," the writer recommends further research.¹ But the thesis did reveal meaningful information concerning the attitudes of 62 inactive reservists in the Boston area. Statistical probabilities deny that these are the only 62 men of the study population with attitude patterns revealed by the thesis.

Further research, however, will give a more reliable picture of the inactive reservist frame-of-reference.

Results of this research effort tended to show that the indirect technique utilizing cartoons elicited more reliable data than did the direct device formed by

¹Scott M. Cutlip and Allen H. Center, Effective Public Relations (second edition; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 106.

fixed-alternative statements. As stated earlier, fixed-alternative techniques tend to suggest statements to respondents rather than provoke their real opinions.² And Sanford stated that "the projective [or indirect] devices now so widely in use undoubtedly do get at the responses which are censorable and hence are not to be elicited by direct questions."³

Although the writer believes present survey results are of value to public relations efforts in the Organized Reserve area, he suggests further surveys be conducted in separation centers of the Marine Corps using indirect techniques. In the controlled environment of separation centers, total response can be elicited. Yet, since men are processed at the centers in groups rather than individually, anonymity can be allowed respondents to ensure more candid statements of opinion.

II. RECOMMENDATIONS FOR PUBLIC RELATIONS ACTION

The public relations process. Even before further surveys are undertaken to provide more extensive data, the

²Marie Jahoda, Morton Deutsch and Stuart W. Cook, Research Methods in Social Relations (Part One) (New York: The Dryden Press, 1954), p. 171.

³Fillmore H. Sanford, "The Use of a Projective Device in Attitude Surveying," Public Opinion and Propaganda, Daniel Katz, et al., editors, (New York: The Dryden Press, 1954), p. 702.

writer recommends that public relations activity begin. But before public relations activity is suggested, the nature of public relations is defined.

Public relations is the term applied to all activities and attitudes intended to judge, influence or control the opinion of any group or groups of persons in the interest of any individual, group or institution.⁴

Those "activities" directed toward influencing the opinions of others go beyond the realm of publicity. Publicity techniques are but a tool of public relations. The need for differentiating public relations from publicity lies in the requirement for broad areas of action. While public relations involves policy influencing, publicity simply reports that small part of policy decision safe for public consumption.

Cutlip and Center point out the process of public relations involving four basic steps:

- (1) Research-listening.
- (2) Planning-decision making.
- (3) Communication--gaining public attitude support of policies of the sponsoring organization.
- (4) Evaluation of completed public relations action.⁵

This thesis formed a part of the first step of the public relations process suggested by Cutlip and Center. But even before further research is completed, steps two and

⁴Gene Harlan and Alan Scott, Contemporary Public Relations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 4.

⁵Cutlip and Center, op. cit., p. 91.

three may be started. The public relations worker can no more delay action until complete background information is compiled than can the battalion commander hold back from engaging the enemy until exhaustive intelligence data is compiled. In both cases, action often must be based on partial research and common sense.

Utilization of social science findings. The partial "intelligence" report represented by this study suggests a call for "supporting fires" from the area of social science.

Three men from this field, Hovland, Janis and Kelley reported after summarizing the results of a series of controlled experiments that an effective way to change attitudes was through role-playing and improvisation.

They stated that when subjects were required to repeat information in a role-playing situation, their attitudes tended to change in the direction of the information they verbalized. When subjects were required to improvise arguments, their attitudes became even more compatible with the recommended opinions within the communication.⁶

If the Marine Corps desires to motivate active duty Marines toward a more favorable opinion of the Organized Reserve, then role-playing and improvisation may be helpful.

⁶Carl I. Hovland, Irving L. Janis and Harold H. Kelley, Communication and Persuasion (New Haven, Connecticut: Yale University Press, 1954), pp. 215-237.

Were favorable information concerning the reserve system included in the general subjects curriculum of the Marine Corps, non-commissioned officers and staff non-commissioned officers would find themselves "verbalizing" these recommended communications during instruction of the lesser ranks. Those initially hostile toward the reserve system would tend to alter somewhat their stereotypes.

Since all enlisted Marines must pass periodic general subjects tests to become eligible for promotion, inclusion of favorable reserve information in the curriculum would ensure exposure and both role-playing and a degree of improvisation. Many of those forced into role-playing positions while on active duty will eventually become inactive reservists and potential organized reservists.

It is not only important to instill the Marine who plans only one tour of duty with favorable attitudes toward the Organized Reserve, but to impress the career Marine as well. The career Marine represents a group leader to the recruit from his baptism at "boot camp" to his maturity in the Fleet Marine Force.

As group leaders, career Marines may be expected to play an important part in the formation of stereotypes held by the non-career man. But as group leaders, their attitudes tend to be more resistant to change. They are the protectors

of the group "norms." Even so, Hovland, Janis and Kelley reported findings which offered some encouragement.

If our analysis is correct, we would expect the person most highly valued by the group generally to be as resistant to change as the less valued person. However, we would also expect the person of high rank to be more easily changed independently of changes occurring among other members of the group. Thus, he may prove to be a strategic person to approach in initiating opinion change among members of a large group.⁷

The decision to "approach" Marine Corps group leaders with inclusion of Organized Reserve information through the general subjects curriculum remains a command decision. But should command adopt such a program, public relations workers could be of assistance in monitoring resultant opinion change.

A program of exposure. If this thesis was correct in tending to show that negative stereotypes of the Organized Reserve were formed while inactive reservists were in the regular Marine Corps, then a program of favorable exposure may be beneficial in changing attitudes.

In his classic study of stereotypes, Lippmann said of man in society:

We are told about the world before we see it. We imagine things before we experience them. And these preconceptions, unless education has made us acutely aware, govern deeply the whole process of perception.⁸

⁷Ibid., p. 154.

⁸Walter Lippmann, Public Opinion (New York: Macmillan and Company, 1922), p. 68.

Planned exposure of outstanding Organized Reserve units during summer training periods could provide regular Marines with favorable experience to combat unfavorable stereotypes. This experience could be given through athletic programs and parade ground ceremonies.

A program of communications. Both internal and external communications have been used by the Marine Corps to present the Organized Reserve in a favorable light. Since communications have been employed to create a favorable image, effectiveness of communications in attitude change becomes of interest.

Since the press agent has fallen into public disrepute, the publicist has relied upon truth as the criteria of effective mass communications. But all too often, he relies upon his own interpretation of what is true rather than the audience concept of truth. When the publicist's truth is different than his public's, he is out of phase from the start.

In evaluation of the nature of truth in communications, Weiss warns that:

Truth does not inhere in a communication; it is a judgment of the audience. Neglect of this basic consideration can and does lead to naive assumptions concerning the efficiency of truth in communications.⁹

⁹Walter Weiss, "Information, Truth and Opinion Change," Public Relations Journal, July, 1957, p. 9.

Once the communicator transfers himself to the audience frame-of-reference, then Weiss allows that truth from that standpoint is an important factor in changing attitudes.¹⁰

If the Organized Reserve image is to be made favorable through communications, then communicators must understand what truth is to their audience. And even when that truth is factually incorrect, the communicator or publicist will only rupture relations with a counter-communication in extreme conflict with audience stereotypes.

The tone of a communication as well as its content also has bearing upon provoking attitude change. Citing an experiment in which Hartman compared emotional to rational appeals in communication, Hovland, Janis and Kelley concede with reservations that the emotional technique was more effective than the rational in changing attitudes. However, they did not subscribe to the theory on present evidence and suggested further research.

But the possibility that emotional appeals are more effective than rational communications has been raised, and should be considered by those who plan information campaigns.¹¹

¹⁰Ibid., p. 26.

¹¹Hovland, Janis and Kelley, op. cit., pp. 57-60.

Concluding Comments

A few people from a restricted population have spoken, and the writer attempted to listen. What he heard suggested a need for public relations activity. Should more concentrated public relations attention be directed toward the inactive reservists, the writer would suggest the program begin before this public becomes inactive--while they are still a part of the regular Marine establishment.

Aware that study results were extremely limited, the writer suggests further research, with generalities held in abeyance for the moment. But if generalities are to be held in check, careful action need not. What harm could result from bringing the regular establishment to a better understanding of the reserve system?

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APPENDIX

APPENDIX A

CODING CATEGORIES FOR DEPTH INTERVIEWS

- A. Attitudes toward the regular Marine Corps:
 - 1. Positive attitudes:
 - a. Training.
 - b. Travel.
 - c. Comradeship.
 - d. Pride in "old unit."
 - 2. Negative attitudes:
 - a. Promotions too slow.
 - b. Promotions too rapid.
- B. Attitudes concerning the Inactive Reserve:
 - 1. Positive attitudes:
 - a. Represents a connection with the Marine Corps.
 - 2. Negative attitudes:
 - a. Reminder of service connection.
 - b. Availability for recall to active duty.
- C. Communications from Organized Reserve units:
 - 1. Mail.
 - 2. Personal contact.
 - 3. Newspapers.
 - 4. Pamphlets.

D. Reserve information received at separation centers of the Marine Corps:

1. Nothing.
2. Location of Organized Reserve units.

E. Reasons for refusal to join an Organized Reserve unit:

1. Time.
2. Age.
3. No benefit to civilian career.
4. Regimentation.
5. Repetitious training.
6. Desire to end military connection.

F. Professional critique of the Organized Reserve:

1. Training meetings are "haphazard."
2. Reservists are militarily inferior to regulars.
3. Unmilitary in appearance.
4. Too much rank compared to regular Marines.

APPENDIX B

FIXED-ALTERNATIVE FORM

There are 10 incomplete statements following. Under each incomplete statement are several comments which could complete the statement.

Please place an "X" by those comments with which you agree. And you may also write any comments you choose on the blank line following the word, "other," in addition to checking those comments you agree with. Or, if you do not agree with any of the comments, please write what you do think on the blank line after the word, "other."

But, remember, please check with an "X" only those comments you agree with. Do not check those you disagree with.

(1) My previous military experience includes:

- ☐ active duty in the Marine Corps.
☐ no active duty with the Marine Corps, but reserve duty only.

Other: _____

(2) If I had to go on active duty in the Armed Forces due to a national emergency, I would prefer to serve with the:

- | | | |
|-------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Navy | <input type="checkbox"/> Air Force | <input type="checkbox"/> Coast Guard |
| <input type="checkbox"/> Army | <input type="checkbox"/> Marine Corps | |

(3) Compared to other military services, I think the Marine Corps' best points are:

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> not any. | <input type="checkbox"/> discipline. | <input type="checkbox"/> boot camp. |
| <input type="checkbox"/> individual training. | <input type="checkbox"/> physical conditioning. | <input type="checkbox"/> high spirit. |

Other: _____

(4) When I was on active duty with the Marine Corps, those Marine reservists I saw at Marine bases for summer training were:

- ☐ well trained.
☐ poorly disciplined.
☐ seemed to know their jobs.
☐ sloppy in appearance.
☐ had too much rank compared to regular Marines.
☐ inexperienced in military tactics.

Other: _____

(5) When I was getting out of the Marine Corps, they told me at the separation center:

- ___ nothing about the Marine reserve system.
- ___ where the closest Reserve unit to my home was located.
- ___ that I could continue serving my country through a reserve unit.
- ___ that I could earn extra pay and advance in rank with a reserve unit.
- ___ that organized reserve training would keep me up to date with the latest tactics and newest weapons.

Other: _____

(6) The reasons I won't join an organized reserve unit are:

- ___ I don't want to spend my free time at training meetings.
- ___ having been in the regular Marine Corps, I wouldn't like the unmilitary and informal ways of reserve units.
- ___ I've spent a few years bettering myself in civilian life, and I don't want to go back to my old rank even part time.
- ___ I've already fulfilled my service obligation, and now I want nothing more to do with the military.
- ___ I'm older now and would want higher rank than I have if I were to join an organized reserve unit.
- ___ I would be called to active duty sooner as a member of an Organized Reserve unit than I would be as an inactive reservist.

Other: _____

(7) Now that I'm out of the regular Marine Corps, my present feelings toward men who are in Marine reserve units are:

- ___ a part-time Marine is not a good Marine.
- ___ reservists are essential to national defense.
- ___ reservists don't take their training seriously.
- ___ reservists will be as effective as regular Marines if they are called to active duty.

Other: _____

(8) I think those men who have joined Marine organized reserve units join because:

- ___ they want to keep up to date with Marine tactics and weapons.
- ___ they want to escape the draft.
- ___ for extra money.
- ___ to strengthen national defense.

_____ to get away from their wives with meetings and
_____ summer camps.
_____ to increase their rank.
_____ for the comradeship they find at reserve meetings.
Other: _____

(9) When Marine reservists make public appearances in
parades, flag ceremonies, etc., they:

_____ are a credit to the Marine Corps.
_____ embarrass me as a former Marine.
_____ look unmilitary.
_____ seem to impress the public favorably.
_____ help Marine recruiting.
_____ hurt Marine recruiting.

Other: _____

(10) In combat, reservists called to active duty:

_____ do as well as the regular Marines.
_____ don't have the training necessary to lead troops.
_____ don't hold up under fire as well as the regulars.
_____ aren't any different than regular Marines.
_____ are poorly disciplined.

Other: _____

APPENDIX C

CARTOON TECHNIQUE

There are three cartoons following. Only one person in each of the cartoons is speaking. Would you please write what you think the second person in each cartoon is saying.

Then return the three cartoons and this sheet of paper to me.

Would you please check below the statement that applies to you?

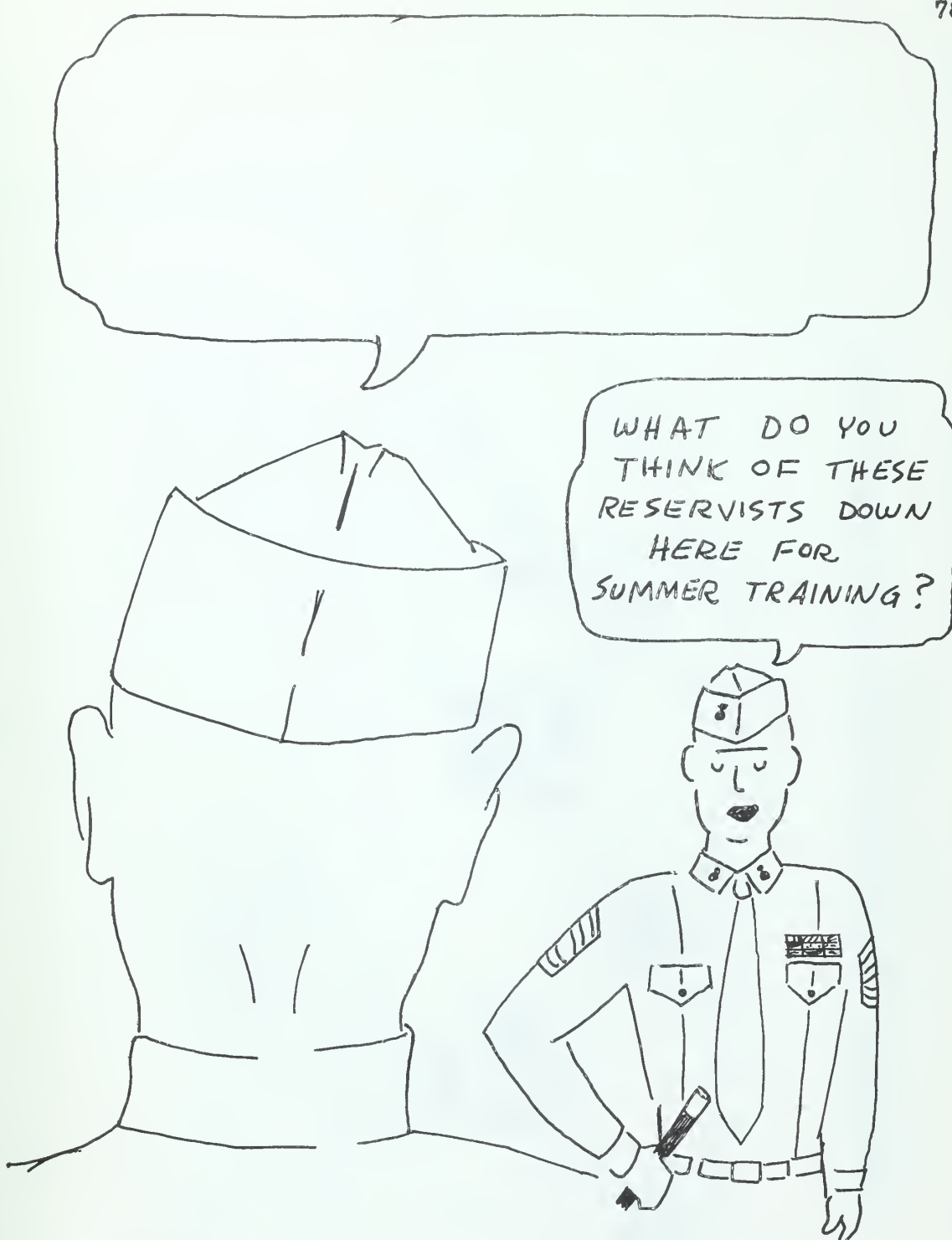
___ My military experience includes active duty with the Marine Corps.

___ My military experience is limited to reserve status only.

___ My military experience includes active duty in a branch of the Armed Forces other than the Marine Corps.



INSTRUCTIONS: Please print what you think the man whose back is turned is saying in answer to the question.



INSTRUCTIONS: Please print in the blank space the answer you think the sergeant gets.

THIS WAR SURE USES UP
PLATOON SERGEANTS.
I HEAR THE NEW SERGEANT
WE ARE GETTING TODAY
AS A REPLACEMENT IS
A RESERVIST.



INSTRUCTIONS: Please print in the blank space what you
think the other Marine is saying.

APPENDIX D

CODING CATEGORIES OF CARTOON PROTOCOLS

A. Civilian cartoon.

1. Positive.

- a. Plan to join a reserve unit in the future.

2. Negative.

- a. The Organized Reserve is not necessary.
- b. Regimentation.
- c. Training inferior to training of regulars.
- d. Military obligation already fulfilled.

3. Neutral.

- a. No time.
- b. "Too lazy."
- c. Too far from an Organized Reserve unit.

B. Garrison cartoon.

1. Positive.

2. Negative.

- a. Poorly trained.
- b. Sloppy appearance.
- c. Uninspired.
- d. Inability to drill.
- e. Personal villification.
- f. Poorly disciplined.

- g. "Favored" treatment.
- h. Physically unprepared.

3. Neutral.

- a. "So What?"

C. Combat Cartoon.

1. Positive.

- a. All Marines perform well in combat.

2. Negative.

- a. "Draft dodgers."
- b. Lack of military experience.
- c. Insufficient tactical training.
- d. A risk to the lives of regulars.
- e. Not mentally conditioned for combat.

3. Neutral.

- a. Reservists are acceptable in units.
- b. Judgment on individual criteria.

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A study of the inactive Marine reservist



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